



Program Assessment Report (PAR)

English (ENG) Masters Degree

REPORT PREPARED by: Lake, Crystal Belle

ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Graduate Students will be able to: 1. Comprehend, evaluate, interpret, and analyze significant texts in their chosen fields 2. Produce written documents that conform to the conventions of style and argumentation in their chosen fields 3. Conduct research using the methods, materials, and documentation systems that are standard in their chosen field 4. Demonstrate an awareness and appreciation of the roles that literature, language, and rhetoric play in culture 5. Apply skills and concepts relative to the fields of English Studies to a range of professional endeavors and workplace situations that emphasize critical thinking, reading, writing, communication, and research 6. Develop the ability to plan, manage, revise, complete, and evaluate advanced projects

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

1. A two-person faculty review of MA culminating projects, which includes the completion of a standardized and weighted rubric for evaluation 2. A faculty review of a conference-style presentation that students complete based on the research they conducted to complete their MA culminating projects; the presentation is also assessed by two faculty who complete a standardized and weighted rubric in order to evaluate the students' work. 3. For students in the MA TESOL program only An advisor review of a TESOL portfolio in addition to the culminating project. Direct Measures (scored items from rubrics) 1. Graduate students will be able to comprehend, evaluate, interpret, and analyze significant texts in their chosen fields -Revised Seminar Essay: The essay has a clear and appropriate thesis and places this thesis in the context of its field -Revised Seminar Essay: The essay maintains focus upon its thesis and offers discussion and analysis of appropriate examples to support the thesis 2. Graduate students will be able to produce written documents that conform to the conventions of style and argumentation in their chosen fields -Introductory

Essay Mechanics: proofreading, and discipline-appropriate style are in good order -Revised Seminar Essay Mechanics: proofreading, and discipline-appropriate style are in good order -Revised Seminar Essay: The essay has a clear and appropriate thesis and places this thesis in the context of its field -Revised Seminar Essay: The essay maintains focus upon its thesis and offers discussion and analysis of appropriate examples to support the thesis 3. Graduate students will be able to conduct research using the methods, materials, and documentation systems that are standard in their chosen field -Revised Seminar Essay: The essay cites a selection of sources that is appropriate in both size and scope. -Revised Seminar Essay: The essay engages its sources appropriately, responding to them and engaging the ongoing scholarly conversation rather than merely repeating their points and appropriately groups and frames arguments of other scholars 4. Graduate students will be able to demonstrate an awareness and appreciation of the roles that literature, language, and rhetoric play in culture -Revised Seminar Essay: The essay has a clear and appropriate thesis and places this thesis in the context of its field -Revised Seminar Essay: The essay maintains focus upon its thesis and offers discussion and analysis of appropriate examples to support the thesis 5. Graduate students will be able to apply skills and concepts relative to the field of English to a range of professional endeavors and workplace situations that emphasize critical thinking, reading, writing, communication, and research -Introductory Essay: The essay describes the choice of journal to be targeted -Project Presentation: Presenter behaved professionally -Project Presentation: Presentation covered main points of the essay's argument clearly -Project Presentation: Presenter was organized and engaging -Project Presentation: Presentation was appropriately paced and completed within the time limit -TESOL only: Internship or practicum evaluation -TESOL only: Teaching Question Response -TESOL only: Video recording of candidate teaching a lesson and written self-critique 6. Graduate students will be able to develop the ability to plan, manage, document, execute, assess, and complete advanced projects -Introductory Essay: The essay addresses the student's development over the course of the program and places the revised seminar essay into the context of that development -Introductory Essay: The essay describes the process of revision in terms of the challenges that were faced and the strategies that were employed for meeting those challenges -Project Presentation: Presenter behaved professionally -Project Presentation: Presentation covered main points of the essay's argument clearly -Project Presentation: Presenter was organized and engaging -Project presentation: Presentation was appropriately paced and completed within the time limit -TESOL only: Internship or practicum evaluation -TESOL only: Teaching Question Response -TESOL only: Video recording of candidate teaching a lesson and written self-critique

B. Scoring of Student Work

Rubrics were used to score the culminating project. Those rubrics include measures that score the introductory essay, the revised seminar essay, the presentation, and exit portfolio (TESOL).

C. Indirect Assessment

Students provide feedback on course evaluations. Also, the introductory essay of the culminating project requires students to describe their intellectual development throughout their program. Indirect outcomes can be gleaned from both of these measures. The graduate committee has also drafted a potential exit survey to be used for indirect assessment measures. The reorganization of CoLA combined with the transition from the previous DGS (Zaytoun) to the current DGS (Lake) meant that this survey was not taken up as planned in 2022, but is likely to be implemented starting Spring 2023.

III. ASSESSMENT RESULTS/INFORMATION:

All six M.A. program outcomes are measured by successful completion of the M.A. culminating project. In academic year 2021-2022, 13 students attempted the culminating project; 100% passed. In Fall 2021, one student in the Rhetoric and Writing concentration completed the culminating project with a score of 97% or 97/100, a score that merits the category of “with distinction.” In Spring 2022, 12 students completed the culminating project with the following scores occurring in each concentration—Literature, 4 students: 94% (94/100), Rhetoric and Writing, 5 students: 96% (96/100), TESOL, 3 students: 75% (75/100). Nine of the twelve students passed with distinction (3 in Literature, 4 in Rhetoric and Writing, and 2 in TESOL). An 80/100 was required to pass the project in literature and rhetoric and writing; a 64/80 required for TESOL. Outcomes five and six involve successful completion of the culminating project presentation. All students passed their presentations in the 2021-2021 academic year.

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The MA culminating project passage rate of 96% indicates that students overwhelmingly met their learning outcomes.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Assessment reports are shared with the graduate programs committee. The committee will continue to discuss improving and implementing new indirect measures, such as an exit survey. In Spring of Fall 2023, the committee will also reevaluate objectives and outcomes on file for graduate courses and consider revising the curriculum to bring it into alignment with that of peer institutions.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.